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ABSTRACT

Suggesting that children's literature has a powerful role to play in restoring story to the teaching and learning of mathematics, this book shows how stories are natural invitations for learners to explore the mathematics of their own lives and the lives of others. Each chapter of the book explores books on a given topic and gives some examples of how the books have been used in classrooms. The first three chapters of the book tell a series of stories about how books have been used to explore mathematical concepts, how children's spontaneous reactions influence the way teachers use these books in their classrooms, and the role of mathematical conversation. In chapter 4, children and teachers talk about how they see the role of literature in developing mathematical understanding. In chapter 5, Tana Hoban and David M. Schwartz discuss (separately) the origins of their ideas and what they are trying to accomplish in their mathematically-oriented books for young readers. Chapter 6 presents a number of books on the number system and on statistics and probability. Chapter 7 explores multicultural themes and images in mathematical children's books. Chapter 8 invites adults to develop their own knowledge of mathematics through reading. Chapter 9 is a series of mini-essays on the best of the new mathematical books for young readers and includes a "Top Twenty-Five" for teachers who want a quick overview of the latest and best mathematically oriented children's books. (RS)

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